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AUTHOR Krieken, Robert van
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ABSTRACT

The research project reported in this paper had two aims: to demonstrate what standard multiple-choice questions and two new varieties (multiple-choice cloze and guided summary test and to assess whether the new formats test the same skills. To find out what the various question formats test, the study looked at a battery of tests, each of which was aimed at testing a different factor that might contribute to reading comprehension. Factors that are not intended to be measured by exam questions, such as non-verbal intelligence and topic knowledge were included as well as the known components of a model. In the first of two experiments, 500 pupils took the whole battery and 1 of the 2 multiple-choice formats. In a second experiment, a smaller group took a selection from the battery, multiple-choice items and a guided summary. Latent correlations between the tests in the battery demonstrated that there was more coherence among the tests of reading comprehension components than between these and the tests of topic knowledge and non-verbal intelligence. Differences in the content of the three question formats were not found. Each question format correlated to roughly the same amount with all the reading/comprehension abilities. The multiple-choice cloze, however, exhibited consistently lower correlations than the other question formats. (Author/JL)

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ED 362 042

CONSTRUCT VALIDATION OF QUESTION FORMATS FOR DUTCH CENTRAL EXAMINATIONS IN FOREIGN LANGUAGE READING COMPREHENSION

Robert van Krieken

Cito

Cito Instituut voor Toetsontwikkeling

25 jaar Cito

Nieuwe Oeverstraat 65
Telefoon (085) 52 11 11
Telefax (085) 52 13 56
Postbus 1034
6801 MG Arnhem
Postrekening 1745300
ABN/Amro 43 82 18 558

Kenmerk: AILA_PA.PER

Datum: 9 July 1993

Abstract

The research project reported in this paper had two aims: demonstrating what exactly the standard multiple-choice questions and two new varieties (multiple-choice cloze and guided summary) test and whether the new formats test the same.

What the various question formats test was measured by a battery of tests each of which was aimed at a different factor that might contribute to reading comprehension. Factors which are not intended to be measured by exam questions, such as non-verbal intelligence and topic knowledge were included as well as well the known components from the model of Canale & Swain (1980). In the first of two experiments 500 pupils took the whole battery as wel as one of the two multiple-choice formats. In a second experiment a smaller group took a selection from the battery, multiple-choice items and a guided summary.

Latent correlations between the tests in the battery demonstrated that there was more coherence among the tests of reading comprehension components than between these and the tests of topic knowledge and non-verbal intelligence. Differences in the content of the three question formats were not found. Each question format correlated to roughly the same amount with all the reading comprehension abilities. The multiple-choice cloze however exhibited consistently lower correlations than the other question formats.

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Robert Van Krieken

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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1 Introduction

Until recently the form and content of the central part of the Dutch examinations for the modern languages in general secondary education have been fairly constant. The exams tested only reading comprehension and did so by means of 50 multiple-choice questions in total concerning four or five texts. The exam papers are produced by Cito -in cooperation with teachers. Cito-policy has always been to demonstrate that the standard multiple-choice format produces reliable as well as valid tests. The issue of validity has been of particular interest, not only because teachers feel uneasy about multiple-choice questions, but especially because the exams proved to have an enormous backwash effect. Exam papers are frequently or very frequently used by almost all teachers in upper secondary education as testing materials, and by at least half of them as teaching material, although they do not rate this material highly (v. Els & Buis 1987; Evers a.o. 1989). In view of the low ratings of exam papers (as teaching materials) we've felt compelled to demonstrate their validity as testing material. On the other hand, we decided to try and diversify the question format, offering a more attractive variety of questions which would fit in better with class practice and still test the same construct. A first diversification consisted of the introduction of multiple-choice cloze items. (Apart from the question format there have been other changes, such as the introduction of authentic functional texts with items in the mother tongue for lower secondary education, and a growing number of more varied texts for upper secondary.)

Related literature

In former research exams had been analyzed and described in terms of separate skills (Maas-de Brouwer & Samson-Sluiter, 1981). As it proved to be difficult to distinguish these skills, in research, but even more so while describing the content of items during exam construction, it seemed advisable to change to the more flexible model introduced by Canale & Swain in 1980 and generally used (in many forms) since. This research is not intended to solve theoretical questions about the existence of or hierarchical relations between components in this model.

To demonstrate whether certain question formats are valid means of testing reading comprehension, a clear and generally accepted definition of the construct is required. Attempts to have authorities and language teachers' organisations make a choice from the more prominent theories about reading comprehension have not been successful. The common tendency among them was to include as many theories as possible. This meant that our research could not compare the exams with a well defined criterion. This has led to an approach in which a wide range of factors was included most of which are generally thought to be related to reading comprehension. The factors related to reading comprehension were primarily based on the components in the model of Canale & Swain. To these components topic knowledge has been added, because this has been demonstrated to be related to reading (Anderson, 1977; Peeck 1979), but is thought to be unfair and therefore undesirable to be tested in a central exam of a foreign language. To check whether the emphasis in the exam questions is on language, a test of non-verbal intelligence was also added to the battery (Groot & Bekkers 1987).

2 Method

The battery of tests for the various factors was administered together with exam items in their traditional and in two alternative formats in two experiments.

In a first experiment, all pupils took all the tests in the battery and either the multiple-choice or the multiple-choice cloze version of the same three texts. The battery was first analyzed separately, to check whether the tests were psychometrically sound and whether they showed the expected correlation pattern. Then they were compared with the results on the two question formats.

In a second, much smaller, experiment only the factors that had turned out to be relevant to reading comprehension were tested and compared with multiple-choice items from the most recent exams and with guided summary tests.

2.1 Subjects

Data on the mc-formats were collected in the autumn of 1990 among 856 pupils from the highest two forms of pre-university education (5VWO and 6VWO). From these only the results of 497 pupils having answered items on all tests in the battery have been used. Data on the guided summary were collected on a much smaller scale in the autumn of 1991 among 132 pupils from the highest form of both types of upper secondary education (5HAVO and 6VWO).

2.2 Materials

The following tests have been constructed or selected for the test battery:

linguistic/grammatical component
- vocabulary without context, form A containing words from the texts with mc- or mc cloze items, form B containing a general selection of words from frequency lists and vocabulary lists;
- grammar/syntax;

textual component
- relations between sentences and between larger parts of the text;

sociolinguistic component
- questions on writing goal, use of tone and style, and target audience;

strategic component
- deriving the meaning of words from the context;
- deducing the meaning of words from their components;

topic knowledge
- questions about the subject of the texts (before reading);

non-verbal intelligence
- Wiener Matrizen: ordering and completing visual structures.

The question formats were the following:

standard multiple-choice
29 multiple-choice items from exams 1983, 1987 and 1988
20 multiple-choice items from 1990 (the same format but with slightly longer passages)

multiple-choice rational cloze
54 multiple-choice cloze items with the same texts from the exams 1983, 1987 and 1988

guided summary
two summary tasks, each with a fairly long text (see handout).

2.3 Procedures and analyses

Mid 1990 most of the newly constructed testing material was pretested. Only a few modifications proved to be necessary. In the autumn the first experiment was carried out. Half of a group of approximately 1000 pupils answered traditional multiple-choice questions, the other half multiple-choice cloze items concerning the same three texts. Both groups took all the tests in the

battery. The total testing time was 6 teaching periods, in clusters of two periods.
For the analyses only the results were used of the 497 pupils who answered all the questions from the test battery as well as from their reading comprehension format. A few psychometrically unsound items have been removed. First, reliabilities and difficulty indices were computed for all tests. Next, latent correlations were computed between all tests in the battery. This involved weighting items within these tests to obtain satisfactory model fit. Finally classic correlations were computed between question format and the other tests.

The second experiment took place in the autumn of 1991. This time the pupils answered multiple-choice questions from recent exams and wrote guided summaries of two other texts. A specimen summary with explanation and marking scheme was provided so that teachers and pupils could acquaint themselves with this format. The summaries were marked by the teacher or by a Cito specialist using marking schemes. All pupils also answered questions on the tests from the battery that had proved to be relevant to reading comprehension. The vocabulary test from the first experiment, which contained mostly words from the texts used with both question formats, was replaced by a random vocabulary test. The number op pupils was considerably smaller, especially the number of pupils writing a summary. After removing incomplete data, only 100 pupils remained for the correlations with the multiple-choice test and 80 for the guided summary. Testanalyses and classic correlations between question format and battery tests were produced.

3 Results

Tabel 3.1 correlations among factors

group 1 (n=234)

	1.1	1.2	2	3	4.1	4.2	5	6
1 linguistics								
1.1 vocabulary		.52	.38	.48	.48	.50	-.01	.02
1.2 grammar	*.52*		.51	.33	.43	.40	.02	-.16
2 text structure	*.42*	*.45*		.39	.35	.41	.17	.04
3 sociolinguistics	.51	.44	*.46*		.34	.47	.12	.08
4 strategies								
4.1 word building	.47	*.38*	*.40*	*.34*		.44	.17	.06
4.2 meaning from context	.45	*.44*	*.58*	*.48*	*.44*		.13	-.01
5 topic knowledge	*-.07*	*-.14*	*-.04*	*.05*	*-.04*	*.05*		.15
6 non-verbal intelligence	*.07*	*-.02*	*.09*	*.04*	*.03*	*.15*	*.07*	

group 2 (n=263)

Tabel 3.1 shows to what degree the factors cluster together. All correlations were computed twice, once for each of the two groups in experiment 1. The upper right hand section contains the correlations in group 1, the lower left hand section (in italics) those for group 2.

As the correlations were computed for scores on a latent (IRT) scale, they were not influenced by the usual attenuation effect.

The general picture is clear: topic knowledge and non-verbal intelligence do not correlate with the factors based on the components of language proficiency nor with each other. These "reading comprehension factors" exhibit medium correlations. Note that correlations between two tests within one component (e.g. vocabulary grammar, together constituting the linguistic factor) are not systematically higher than correlations between factors (e.g. between vocabulary and sociolinguistics).

Tabel 3.2 Correlations between question formats and reading comprehension factors

	standard multiple-choice		rational m-c cloze (α .80)	guided summary (α .73)
	tradi-tional (α .71)	recent (α .61)		
1 linguistics				
1.1 voc. specific (α .85)	.38		.40	
1.1 voc. general (α .82)		.54		.46
1.2 grammar (α .71-.78)	.38	.46	.30	.46
2 text structure (α .79-.86)	.40	.40	.30	.31
3 sociolinguistics (α .53-.59)	.36	.43	.30	.47
4 strategies				
4.1 word building (α .56-.60)	.34	.40	.29	.47
4.2 meaning from context (α .62-.71)	.39	.55	.30	.37

The above correlations are somewhat difficult to interprete and to compare because the corresponding tests vary in reliability. In the following table all correlations have been made comparable by correcting for attenuation, assuming that all tests would have been perfectly reliable.

Where more than one reliability was known, because the same test had been administered in more than one group or experiment, the correction has been computed on the basis of the highest reliability, in order to give the most conservative estimates.
The general findings are that reading comprehension factors show medium high correlations with all the question formats. When comparing the formats it becomes clear that the multiple-choice cloze consistently shows lower correlations than the other formats. But even within the same old multiple-choice format there are differences of the same order between the consistently higher correlations for the recent than for the traditional items.

Tabel 3.3 **Correlations between question formats and reading comprehension factors corrected for attenuation**

	standard multiple-choice		m-c cloze (α .80)	guided summary (α .73)
	tradi-tional (α .71)	recent (α .61)		
1 linguistics				
1.1 voc. specific (α .85)	.49		.48	
1.1 voc. general (α .82)		.76		.58
1.2 grammar (α .71-.78)	.51	.67	.38	.61
2 text structure (α .79-.86)	.51	.55	.36	.39
3 sociolinguistics (α .53-.59)	.56	.72	.44	.72
4 strategies				
4.1 word building (α .56-.60)	.52	.66	.42	.71
4.2 meaning from context (α .62-.71)	.55	.84	.40	.51

4 Conclusions and discussion

The analysis of our specially constructed tests of a variety of factors showed that they were well designed. Their medium intercorrelations show that they succeeded in measuring different factors. The use of latent correlations has proved expedient because these are free from the usual attenuation effect. The pattern of correlations clearly distinguished between reading comprehension and other factors. The data didn't allow statements about the hierarchy of reading factors.

The main questions were: which reading comprehension factors are tested by the two types of multiple choice items, and is there any difference with experimental guided summaries?
As it turns out, all three question types seem to test all reading comprehension factors, each testing them all in more or less the same degree. There is a difference between multiple-choice cloze and the other formats, which all have consistently higher correlations. This might be due to the novelty of this format, causing pupils to use all sorts of test taking strategies. The higher correlations for the guided summary seem to plead against this hypothesis. But then this format shows much more likeness to the usual question: What is it this paragraph roughly tells us?.

For the test constructors is certainly is reassuring to know that their questions, however formatted, do test a broad range of reading comprehension factors.

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SAMPLES OF TESTING MATERIAL

The linguistic component: grammar

7 Welke van deze twee beweringen is waar?
I have known men far more able than Bowles, but not half so interesting, which is quite a different thing.
1 'which' slaat terug op 'far more able'.
2 'which' slaat terug op 'not half so interesting'.
A geen van beide is goed
B alleen 1 is goed
C alleen 2 is goed
D zowel 1 als 2 is goed

10 Welke zin is goed?
1 What is new is the unexpected rapidity with which genes that confer resistance are spreading throughout the world.
2 Which is new is the unexpected rapidity with which genes that confer resistance are spreading throughout the world.
A geen van beide is goed
B alleen 1 is goed
C alleen 2 is goed
D zowel 1 als 2 is goed

15 Welke zin is goed?
1 Fortunately, I knew all the answers.
2 I knew fortunately all the answers.
A geen van beide is goed
B alleen 1 is goed
C alleen 2 is goed
D zowel 1 als 2 is goed

19 Welke zin is goed?
1 Would you mind opening the window?
2 WOuld you mind to open the window?
A geen van beide is goed
B alleen 1 is goed
C alleen 2 is goed
D zowel 1 als 2 is goed

26 Welke zin is goed?
1 Mary didn't know the correct answer, and Michael did not either
2 Mary didn't know the correct answer, and so did Michael.
A geen van beide is goed
B alleen 1 is goed
C alleen 2 is goed
D zowel 1 als 2 is goed

29 Welke zin is goed?
1 I often watch TV, when I am tired
2 I am often watching TV, when I am tired
A geen van beide is goed
B alleen 1 is goed
C alleen 2 is goed
D zowel 1 als 2 is goed

The linguistic component: vocabulary

59 to scatter =
- A protesteren
- B schaden
- C schetteren
- D verspreiden

60 stamp =
- A stam
- B stampei
- C stank
- D stempel

61 strenuous =
- A energiek
- B moeizaam
- C ijverig

62 subsequent =
- A ondergeschikt
- B volgend
- C volgzaam
- D voorafgaand

63 superstitious =
- A arrogant
- B bijgelovig
- C hoogstaand

64 susceptible =
- A gretig
- B meevoelend
- C ondernemend
- D ontvankelijk

65 to swallow =
- A opzwellen
- B slikken
- C uitwijken
- D vliegen

66 tedious =
- A ordelijk
- B uitvoerig
- C vervelend

67 treasury =
- A belasting
- B saldo
- C schatkist
- D schattig

68 trunk =
- A boomstam
- B rotstreek
- C stommeling
- D trommel

The textual component

Human infants

1 1 When a human infant is born into any community in any
2 part of the world it has two things in common with any other
3 newborn human infant, __8__ neither of them has been
4 damaged in any way either before or during birth. __9__,
5 new born children are completely helpless. There is nothing
6 the new born child can do to ensure its own survival apart
7 from drawing attention to its helplessness by using sound.
8 10 without care from some other human being or beings, be it
9 mother, grandmother, sister, nurse, or human group, a child
10 is very unlikely to survive.
2 11 This helplessness of human infants is in marked
12 contrast with the capacity of many new born animals to get to
13 their feet within minutes of birth and run with the herd
14 within a few hours. __11__ the human infant, young animals
15 very quickly develop the capacity to fend for themselves,
16 although they are certainly at risk, sometimes for weeks or
17 even months after birth. __12__ a long period of
18 vulnerability is the price that the human species has to pay

9

for the very long period which fits man for survival as species.

It is during this very long period in which the human infant is totally dependent on others that it reveals the second feature which it only shares with all other undamaged human infants, a capacity to learn language. __13__ biologists now suggest that language is 'species specific' to the human race that is to say, they consider the human infant to be genetically programmed in such a way that it can acquire language. This suggestion implies that just as human beings are designed to see three-dimensionally and in colour, and __14__ they are designed to stand upright rather than to move on all fours, so they are designed to learn and use language as part of their normal development as well-formed human beings.

naar Anne and Peter Doughty, Language and Community, Edward Arnold, London 1974)

---

8 A although
B because
C provided that

9 A Also
B Nevertheless
C On the other hand
D To begin with

10 A Even
B Nevertheless,
C So

11 A Apart from
B Compared with
C Much like

12 A It is not certain hat
B It would seem that
C This clashes with the fact that

13 A Moreover,
B However,
C Therefore,

14 A although
B because of the fact that
C just as

Put the fragments in the right order.

A I entered through a heavy glass door, made two left turns, and was in the gallery.

B I approached the fine arts building under a grey, depressing sky.

C Displayed on its walls were the paintings that made up the "Private Worlds" exhibit.

D There my feelings of depression increased, because I seemed drawn again and again to the paintings that to me symbolized death.

E Its metal work did not reflect sunlight that day; I had the impression that the building was as barren and deserted as the surrounding ground.

10

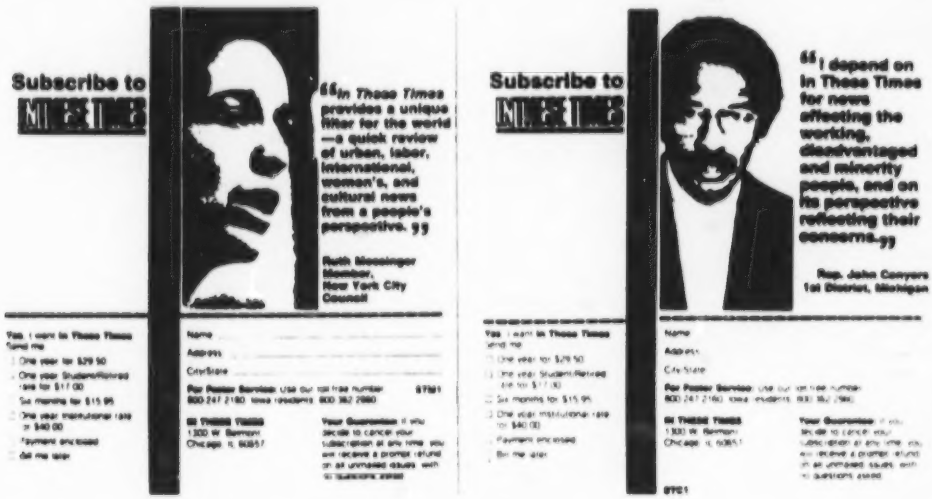
26 What is the first fragment?
27 What is the second fragment?
28 What is the third fragment?
29 What is the fourth fragment?
30 What is the fifth fragment?

Sample of the test of the sociolinguistic component

1 What sort of reading public does *In These Times* aim at, judging from the two advertisements below?

A Socially engaged people.
B Upper-class people.
C Young intellectuals.

Text 1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Rep. John Conyers
1st District, Michigan

2 Judging from text 2, what can be said about the writer's attitude towards doctors?

A He does not have a high opinion of them.
B He feels sorry for them.
C He looks up to them.

Text 2

Doctors, of course, are men of confidence and not a little self-importance, accustomed to a special place in society, to a special regard from the rest of us who are not members of the magic circle. Now that elitism is out of fashion, they are feeling the pinch.

3 Text 3 could have been taken from
A a humorous article analysing driving behaviour.
B an advertisement for Humber cars.
C a report on dangerous driving.

Text 3

Imagine an Englishman driving along in his Ford Cortina. He looks in his mirror and sees a Humber Super Snipe coming up behind him. This is not to him merely a faster, more powerful car. It is a nobleman trying to impress on him that he is a peasant. The Humber driver sounds his horn. Again, this is not to the Ford Cortina driver merely a simple communication and warning - the only one possible in the circumstances - that the Humber is about to pass. It is a nobleman using, typically, peremptory and arrogant language to a peasant. There can be only one response to such abuse. The Cortin_driver veers to the crown of the road. And stays there.

Sample of test A of compensation strategies: word building

4 bold = dapper
embolden =
A aanmoedigen
B heldendom
C ontmoedigen

5 burden = last
burdensome =
A belasting
B lastig
C ontlast
D opgelegd

6 burden = last
unburden =
A belasten
B ontladen
C op zich nemen

7 capsule = omhulsel
encapsulation =
A inkapseling
B onthulling
C uitbraak

8 chaplain = geestelijk verzorger
chaplaincy =
A ambt van geestelijk verzorger
B geestelijk verzorger in opleiding
C salaris van geestelijk verzorger
D voormalig geestelijk verzorger

9 combat = gevecht
combatant =
A slagveld
B slachtoffer
C strijder

10 continue = voortzetten
discontinuance =
A aanvang
B beëindiging
C uiteenzetting
D voortzetting

Sample of test B of compensation strategies: meaning from context

Instruction:
Choose the alternative that gives the best meaning for the underlined word within its sentence.

1 Margaret Thatcher has <u>ooched</u> Enoch Powell from the popularity polls conducted annually at Madame Tussaud's waxworks by finishing fifth in the political section.

A gekozen
B ontslagen
C verdrongen

2 Even in a century which has soiled itself on atrocities until it has become almost too full to swallow more, the horrors which accompanied and have followed the fall of Cambodia to the communists are exceptional.

A heeft zich mogen verheugen in
B zich heeft volgestopt met
C zich vol walging heeft afgekeerd van

3 Commander Bob Bryan is a man with a mission: to make most people in London think that the capital's police are wonderful. It is a difficult job at a time when crime figures are rocketing, when an immigrant population blames the police for much of its problems with an anger that has culminated in riots, and when young people are showing more and more starp for the law.

A bezorgdheid
B ontzag
C minachting

4 A warning that the Government might have to confit garages by law to display clearer information on petrol prices was given last night by Mr Fraser, Minister of State for Prices and Consumer Protection. He said that not enough filling stations were obeying the voluntary agreement reached in September to make prices immediately intelligible to the passing motorist.

A mogelijk maken
B verplichten
C vrijstellen

5 A broken toe did not brank Robin Cousins from taking a commanding lead at Richmond Ice Rink yesterday, when the British men's figure skating championship began. Last month he stubbed his little toe against his bedroom furniture, and this caused him anxious weeks during which his foot was too swollen to get into his boot.

A beschermen tegen
B vrijstellen van
C weerhouden van

Sample standard multiple-choice 1: old type

1 1 No one knows how children learn to read: how they master
2 the mammoth code-breaking task of matching spoken language to
3 a series of small black marks on a page.
2 4 Until now, teaching children to read has been a very hit
5 and miss affair. More than any other area of the school
6 curriculum, reading has attracted a mass of schemes and
7 gimmicks designed to get children painlessly over the hurdles
8 which bar their way to school learning and professional
9 success. Like freely available medicines, some of the goods
10 are sounder than others; they work for some children and
11 teachers, earning their promoters a fortune, while others

sink without trace. Each new broadening of education, from the arrival of printing and of Bibles in the mother tongue in the 15th century to the introduction of universal, compulsory education in the 19th, has boosted the market.

3 Some children scarcely seem to need all these paraphernalia, learning to read almost imperceptibly. Others defy for years all the efforts of teachers armed with reading schemes and flashcards, plastic letters and coloured bricks. Most manage to crack the basic code by about seven or eight, but too many, perhaps as many as 20 per cent, fall at the next hurdle: the ability to use their skill as a means of gaining knowledge and enjoyment. In the last year new lights has been shed on this old mystery. Like pieces of a jigsaw, research studies set up several years ago - because of national anxiety at levels of illiteracy - have been brought together to yield a picture that has revolutionary implications both for parents and primary school teachers.

4 *Extending Beginning Reading* by Vera Southgate, Helen Arnold and Sandra Johnson confounds many dearly-held beliefs. In particular, the authors found that teachers who try to hear all children read aloud frequently, hinder their progress. Children learn best if left in peace to read the books they choose for themselves. Learning to read is so highly personal a business, it depends so much on groundwork before the age of five and the opportunity to practice at home and in private, that much of the work must be done by parents.

5 Such a message, while it may seem a welcome dawn of common sense to many parents, is deeply threatening to many teachers. They are being asked to change from pedagogues to managers and counsellors, advising parents and children, diagnosing weaknesses, sorting out appropriate remedies, organising teaching materials, stimulating and encouraging.

6 It is when this study is set alongside another carried out under the guidance of the late Professor Jack Tizard in Haringey that the full nature of the revolution becomes apparent. Still not published in full, the Haringey study of children aged between six and nine showed that they made most progress in reading when their parents heard them read at home at least three or four times a week. The effects were dramatically better than if parents simply read to their children or played with and talked to them. By contrast, providing extra reading help in school with a specialist teacher four afternoons a week was found to be almost totally ineffective.

7 There is, of course, nothing new about parents helping children at home. What is new is the official blessing for such activities. The Bullock report (1975) specifically warned against parents giving formal help at home. The education world is beginning to realise that parents must be taken into partnership in a much more thorough way than anything envisaged by the average parent/teacher association. The days are over when teachers could say to parents, 'you teach them to tie their laces and go to the toilet on their own and we will do the rest.'

The Observer Magazine, September 13, 1981

19 What does the writer say in the first paragraph about learning to read?

A It is a decisive stage in a child's development.
B It is a difficult and mysterious process.
C It is an activity that is not really suitable for young children.
D It opens up the world of books to children.

20 'teaching children to read has been a very hit and miss affair' (lines 4-5). What does this mean?

A Reading methods have caused pupils a lot of unnecessary worry.
B Reading methods have cost schools a lot of money.
C The approach to teaching reading has not been very methodical up till now.
D There have been many violent disputes among educators about how to teach reading.

21 What is meant by 'others sink without trace' (lines 11-12)?

A Some children soon seem to forget what they have learnt.
B Some course writers have failed to find a publisher.
C Some reading courses are not at all successful.
D Some teachers fail to teach their pupils how to read.

22 What is said about 'Each new broadening of education' (line 12)? It has increased

A the amount of money spent by the Government on education.
B the demand for educational materials.
C the number of pupils attending schools.
D the number of subjects taught.

23 What do lines 16-17 ('Some ... imperceptibly.') come down to? Some children

A do not seem to have any difficulty in learning to read.
B have to use teaching aids they do not like much.
C need their teachers' special attention when learning to read.
D only play, failing to learn anything.

24 What is 'this old mystery' (line 24)? Why it is that

A people continue to expect so much from teaching aids.
B reading becomes a handy tool to some but remain a useless one to others.
C so far a method combining instruction and enjoyment has not been found.
D the same methods of teaching reading have always been used for all pupils.

25 Why were 'research studies set up several years ago' (line 25)?

A Because of the declining interest in English literature.
B Because of the large numbers of people unable to read or write.
C To bring together the ideas parents and teachers have about reading.
D To investigate existing ideas about teaching children to read.

26 What is said about '*Extending Beginning Reading*' (line 29)?

A It has excited great enthusiasma among teachers
B It has given support to the theories of many teachers
C It has killed the enthusiasm of many teachers
D It has overthrown many traditional convictions among teachers

27 Why is 'Such a message' (line 39) deeply threatening to many teachers?

A It involves a lot of extra work after school hours.
B It will mean a complete change in their educational role.
C Their educational qualifications are questioned.
D They are expected to devote too much time to the individual pupil.

28 What is important for children in learning to read, according to Professor Tizard?

A Encouragement instead of criticism.
B Expert help in case of problems.
C Reading to their parents regularly.
D The example set by their parents.

29 What important development in education is pointed out in lines 57-66?

A Parents and teachers are expected to cooperate more closely by forming one association.
B Parents are now actually invited to take an active part in classroom work.
C Parents are now given a say in deciding what is to be taught at school.
D Parents helping their children with school subjects is now officially approved.

Sample standard multiple-choice 2 recent type

1 Dear Sir,
The suggestion that leukaemia around nuclear reprocessing facilities in the UK is the result of a large population influx bringing an unidentified viral agent infecting a susceptible community is reported by your medical editor, Oliver Gillie, as if it were fact rather than speculation (9 December). There are, however, a number of major flaws in this hypothesis.

2 First no virus has yet been identified. Second, the excess leukaemias at Dounreay occurred more than 20 years after the plant started operations, whereas the viral hypothesis demands that the excess occurred early on. At Sellafield, cases of both leukaemia and lymphoma have been seen throughout the period of observation, and show no signs of diminishing. Finally, even though children who developed leukaemia were born in Seascale, most of the families had moved to the area, and were not part of the indigenous population.

3 These observations do not exclude the viral hypothesis, but they render it much less plausible, at least as far as Sellafield and Dounreay are concerned.

Yours faithfully,

Dr Robin Russell Jones
Stoke Poges, Buckinghamshire

'The Independent', December 12, 1988

19 What 'hypothesis' (line 8) is meant?

A Leukaemia around nuclear power plants is clearly linked up with the emissions of nuclear power plants.

B Leukaemia in areas with nuclear power plants is caused by a virus passed on to people with little resistance to it.

C Leukaemia is caused by a virus in the atmosphere surrounding nuclear power plants.

20 What conclusion does Dr Russell Jones reach in his letter?

A It is high time the population around nuclear plants is helped to resettle elsewhere.

B The available facts seem to support the viral hypothesis.

C The viral hypothesis cannot take away suspicions about a relation between leukaemia and nuclear reprocessing.

Sample rational multiple-choice cloze

1 No one knows how children learn to read: how they master the mammoth code-breaking task of matching spoken language to a series of small black marks on a page.

2 Until now, __32__ children to read has been a very hit and miss affair. More than any other area of the school curriculum, reading has attracted a mass of __33__ and gimmicks designed to get children painlessly over the hurdles which bar their way to school learning and professional success. Like freely available medicines, some of the goods are __34__ than others; they work for some children and teachers, earning their promoters a fortune, __35__ others sink without trace. Each new __36__ of education, from the arrival of printing and of Bibles in the mother tongue in the 15th century to the introduction of universal, compulsory education in the 19th, has boosted the market.

3 Some children scarcely seem to need all these paraphernalia, learning to read almost imperceptibly. __37__ defy for years all the efforts of teachers armed with reading schemes and flashcards, plastic letters and coloured bricks. Most manage to crack the basic code by about seven or eight, but too many, perhaps as many as 20 per cent, __38__ the next hurdle: the ability to use their skill as a means of gaining knowledge and enjoyment. In the last year new light has been shed on this old mystery. Like pieces of a jigsaw, research studies set up several years ago - because of national __39__ at levels of illiteracy - have been brought together to yield a picture that has __40__ implications both for parents and primary school teachers.

4 *Extending Beginning Reading* by Vera Southgate, Helen Arnold and Sandra Johnson confounds many dearly-held __41__. In particular, the authors found that teachers who try to hear all children read aloud frequently, __42__ their progress. Children learn best if left in peace to read the books they choose for themselves. Learning to read is so highly __43__ a business, it depends so much on groundwork before the age of five and the opportunity to practice at home and in private, __44__ much of the work must be done by parents.

Such a 45 , while it may seem a welcome dawn of common sense to many parents, is deeply 46 to many teachers. They are being asked to change from pedagogues to managers and 47 , advising parents and children, diagnosing weaknesses, sorting out appropriate remedies, organising teaching materials, stimulating and encouraging.

It is when this study is set alongside another carried out under the guidance of the late Professor Jack Tizard in Haringey that the 48 of the revolution becomes apparent. Still not published in full, the Haringey study of children aged between six and nine showed that they made most 49 reading when their parents heard them read at home at least three or four times a week. The 50 were dramatically better than if parents simply read to their children or played with and talked to them. 51 , providing extra reading help in school with a specialist teacher four afternoons a week was found to be almost totally ineffective.

There is, of course, 52 about parents helping children at home. What is new is the official 53 such activities. The Bullock report (1975) specifically warned against parents giving formal help at home. The education world is beginning to realise that 54 must be taken into partnership in a much more thorough way than anything envisaged by the average parent/teacher association. The days are over when teachers could say to parents, 'you teach them to tie their laces and go to the toilet on their own and we will do the rest.'

The Observer Magazine, September 13, 1981

33 A expecting
B forcing
C teaching

34 A investments
B languages
C results
D schemes

35 A cheaper
B more expensive
C newer
D sounder

36 A because
B so that
C while

37 A broadening
B control
C cut
D normalising

38 A Experts
B Others
C Parents
D They

39 A consider
B fall at
C get over
D ignore

40 A anxiety
B attempts
C indifference
D pleasure

41 A few
B negative
C revolutionary
D unfair

42 A authors
B beliefs
C children
D wishes

43 A aim at
B encourage
C hinder
D mark

44 A collective
B important
C personal

45 A although
B because
C even if
D that

46 A educating
B exciting
C satisfying
D threatening

47 A counsellors
B drillmasters
C experts
D professionals

48 A full destruction
B full nature
C insignificance

49 A mistakes in
B objections to
C progress in

50 A answers
B circumstances
C effects
D relationships

51 A As a result
B At any rate
C By contrast
D For example

52 A great anxiety
B nothing likely
C nothing new
D some doubt

53 A blessing for
B rejection of
C research into
D reserve towards

54 A parents
B publishers
C pupils
D teachers

Guided summary task: task and marking scheme

In de tekst geeft de schrijver zijn mening over voorlichtingsprogramma's over gezondheid. Lees de tekst door, let op de hoofdzaken ervan. Schenk niet te veel aandacht aan onbekende woorden.

Maak een samenvatting in het Nederlands van maximaal 150 woorden. Hierin moeten achtereenvolgens de volgende punten in hun onderlinge samenhang aan de orde komen:

mening;
eerste argument;
tweede argument;
onderbouwing tweede argument;
conclusie.

Neem telkens het trefwoord over op je papier en vat het bijbehorende tekstgedeelte samen. Maak volledige zinnen.
Tel als je klaar bent het aantal woorden en schrijf dat onder je samenvatting.

19

Correctievoorschrift bij Health, happiness and a long life

Tekstdeel	Score	Informatie-element		Voorbeeldsamenvatting
		nr	inhoud	
mening	1	1	De schrijver is van mening dat de aangekondigde voorlichtings-programma's over gezondheid zinloos zijn / iemands gedrag niet kunnen beïnvloeden	De schrijver is van mening dat de voorlichtingsprogramma's over gezondheid verkeerd zijn, omdat ze te eenzijdige richtlijnen geven.
	1	2	omdat ze te eenzijdig / te simplistisch zijn	
eerste argument	1	3	De feiten wijzen uit dat minder eten en roken geen merkbaar effect op de gezondheid heeft.	Dat is ook de mening van sommige artsen. Deze zijn het er niet mee eens dat mensen die minder eten en drinken minder kans op dodelijke hartaanvallen hebben. Dat is uit onderzoek gebleken.
tweede argument	1	4	Richtlijnen voor gezond leven leiden niet tot meer levensgeluk.	Volgens Irma Kurtz geloven mensen ten onrechte dat een goede lichaamsverzorging tot groter geluk leidt, want een goede conditie heeft volgens haar niets te maken met hoe mensen met elkaar omgaan.
onderbouwing 2e arg.	1	5	Want medische richtlijnen hebben niet te maken met relaties tot andere mensen.	
conclusie	1	6	De aangekondigde gezondheidsprogramma's voldoen niet.	Voorlichtingsprogramma's die geen rekening houden met andere bronnen van gezondheid en geluk zullen weinig effect hebben.

Voor de juiste inhoud van elk informatie-element wordt 1 punt toegekend, voor de juiste plaatsing van elk informatie-element wordt ook 1 punt toegekend. De maximumscore is dus 6 x 2 = 12 punten. Bij een totale lengte van meer dan 150 woorden worden 1 scorepunten in mindering gebracht.